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ABSTRACT

Drawing from a nationwide pilot test of the Community College Student Experiences Questionnaire (CCSEQ), a study was conducted to compare Santa Monica College (SMC) students (N=106) with students attending nine other Southern California community colleges (N=498). The CCSEQ was designed to provide information on the relationship between students' participation in various activities and their progress toward their educational objectives. The instrument measured the amount and quality of effort students invested in academic, advising, and non-academic areas. In addition, it gathered information on units completed in each curriculum area, major field, part-time/full-time status, day/evening enrollment, amount of reading and writing assignments completed in class, cumulative grade point average (GPA), and students' perception of the progress they made towards achieving their goals. Major findings of the study included: (1) 74% of the SMC respondents were white compared to 37% of the non-SMC respondents; (2) 71% of the SMC respondents were 18-22 years of age compared to 54% of the non-SMC respondents; (3) 63% of both groups were enrolled full-time; (4) self-reported grade point averages indicated that SMC students slightly outperformed their non-SMC counterparts; (5) in comparison to the non-SMC students, the SMC students tended to take more general education courses, rather than vocational or occupational courses; (6) 66% of the SMC students took art, music, theater, and dance compared to 54% of their non-SMC counterparts; (7) non-SMC students spent more time than SMC students with their counselors and advisors; (8) SMC students under-utilized their faculty members, counselors, advisors, and several campus services, such as writing laboratories, learning centers, and library facilities; and (9) SMC students were no different than their non-SMC counterparts in their estimation of the progress they had made toward attaining several educational goals, both groups indicating only "some" progress toward these goals. The survey instrument is appended. (JMC)

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**for
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Santa Monica, California**

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SECTION I:
INTRODUCTION

In Spring of 1989, the first nation-wide pilot of the Community College Student Experiences Questionnaire (CCSEQ) was conducted. The CCSEQ is one of the few national questionnaires developed specifically for use at the community college level. It was designed to provide information on the relationship between students' participation in activities and their progress toward their educational objectives. (See Appendix I for a copy of the questionnaire.) This report provides a summary of the findings, with the express purpose of comparing Santa Monica College students to a group of equivalent community college students in the Southern California area. Table 1 presents the Southern California Community Colleges that participated in this study.

Table 1
Southern California Community Colleges
Participating in the Program-Wide Study

College Name	No. of Students Surveyed
College of the Canyons	51
East Los Angeles College	53
Compton Community College	97
El Camino College	49
Glendale Community College	40
Long Beach City College	65
Los Angeles City College	106
Los Angeles Harbor College	21
Santa Monica College	106
West Los Angeles College	16

(N=604)

Purpose of the Study

For the first time, several community colleges participated in a nation-wide study designed to provide community college administrators with a systematic look at their students while they are still attending the community college. The information provided in this report will enable Santa Monica College to assess the relationship between the activities students participate in and the progress they make toward achieving their educational goals and objectives. College administrators can also use this information to devise strategies that will encourage students to take full advantage of the facilities and resources provided by the college.

The CCSEQ, developed by Dr. Robert Pace (UCLA) and Dr. Jack Friedlander (Santa Barbara City College), was designed to measure the quality of effort that community college students invest in their learning. More specifically, the CCSEQ identified the amount and quality of effort students invest in each of the following areas:

Academic:

- o Library
- o Faculty
- o Writing
- o Classrooms
- o Computers

Advising:

- o Transfer
- o Counseling and Advising

Non-Academic:

- o Athletics
- o Other students
- o Art, Theater, and Music
- o Clubs and Organizations

In addition to the quality of effort scales, the questionnaire included items about the students (such as units completed in each area of the curriculum, major field, part-time vs. full-time, day vs. evening), amount of reading and writing assignments completed in class, cumulative grade point average, and students' perception of the progress they have made toward achieving their educational goals and objectives.

The CCSEQ was administered as an in-class, paper-and-pencil questionnaire during either the 7th or 8th week if the school was on a quarter system or the 11th or 12th week if the school was on the semester system (Spring of the 1988-1989 academic year). The survey was to be administered to students planning to transfer to a four-year institution in Fall of the 1989-1990 academic year.

This report is divided into six sections of narrative and findings. Section II describes students' demographic characteristics, including information on their background, work, and family. Section III describes the students' college program and the number and type of college courses taken. Section IV presents the results from the quality of effort scales related to academics, non-academics, and advising. Section V addresses the students' estimate of general education gains and/or progress toward important educational objectives. And, Section VI presents an overview of the findings and a set of recommendations based on those findings.

SECTION II:

STUDENT DEMOGRAPHIC CHARACTERISTICS

As noted previously, institutional researchers at each of the participating colleges were responsible for obtaining an appropriate sample at their institution. Only advanced standing students planning to transfer to a four-year institution in the Fall of the 1989-1990 academic year were to be chosen for this study. (See Appendix II for a copy of the sampling instructions.) It should be noted that the population sampled for the purposes of this study is not totally representative of the entire population of Santa Monica College students. Therefore, caution should be exercised when generalizing these results.

Of the students that completed the CCSEQ, 106 or 26% were Santa Monica College (SMC) students and 498 or 74% attended one of the other nine Southern California Community Colleges participating in the study (see Table 1). Table 2 presents the demographic characteristics of the SMC and non-SMC students. The SMC students tended to be younger than the non-SMC students (71% of the SMC students were between the ages of 18 and 22 vs. 54% for the non-SMC students), and represents more of what one would consider the typical college-going age student. A majority of both the SMC and non-SMC students were female (66% and 58%, respectively). A much larger percentage of the SMC students were White, as compared to the non-SMC students (74% vs. 37%, respectively); while a much larger percentage of non-SMC students were Black and Hispanic, as compared to the SMC students (46% vs. 10%, respectively). The primary native language of both SMC and non-SMC students was English (88% and 70%, respectively), with a larger percentage of non-SMC students identified their primary native language as Spanish, as compared to the SMC students (15% vs. 2%, respectively). When the SMC students were asked whether or not they were members of the University of California, Los Angeles (UCLA) Transfer Alliance Program, 27% said yes, 61% said no, with the remaining 12% not responding to the question (see Additional Question #10).

From Table 3, it is evident that approximately equal percentages of SMC and non-SMC students held a job (78% and 80%, respectively). SMC students did, however, tend to work fewer hours per week, than the non-SMC students. When asked how their job affected their school work (see question #6, Table 4), an anticipated trend emerged. Approximately one-quarter of both the SMC and non-SMC students indicated that their work either *took a lot of time from school work* or *did not interfere with their school work*. The remaining one-half of the students indicated that their job *took some time from school work*. And finally, students were asked how their family responsibilities affected their school work (see question #7, Table 5). Almost half of the SMC and non-SMC students indicated that they did not have any family responsibilities (40% and 40%). But, of those students who had family responsibilities, only a small percentage of SMC students (9%) versus almost one-quarter of the non-SMC students (22%) indicated that their responsibilities *take a lot of time from school*, approximately one-half (56% and 50%, respectively) indicated that the responsibilities *take some time from school*, and the remainder (35% and 28%) indicated that the responsibilities *do not interfere with school work*.

Table 2
Demographic Characteristics of the SMC and non-SMC Students

Characteristic	SMC (%)	non-SMC (%)
Age*		
18-22 years old	71	54
23-39 years old	18	36
40 or older	11	10
	100%	100%
Gender*		
Male	34	42
Female	66	58
	100%	100%
Ethnicity*		
American Indian	1	1
Asian and Pacific Islander	9	13
Black/African American	6	22
Hispanic (Chicano and Latino)	4	24
White/Caucasian	74	37
Other	6	3
	100%	100%
Native Language*		
English	88	70
Spanish	2	15
Any Asian Language	4	8
Other	6	7
	100%	100%

*See questions #1, #2, #3, #4, respectively.

Table 3
Hours Per Week of Work of the SMC and non-SMC Students

	SMC (%)	non-SMC (%)
<i>Q. #5 During the time school is in session, about how many hours a week do you usually spend working on a job for pay?</i>		
None	22	20
1-10 hours a week	18	12
11-20 hours a week	24	21
21-30 hours a week	24	20
31-40 hours a week	9	18
40 hours a week or more	3	9
	100%	100%

Table 4
Work Responsibilities of the SMC and non-SMC Students

	SMC (%)	non-SMC (%)
<i>Q. #6 If you have a job, how does this affect your school work?</i>		
Takes a lot of time from school work	20	24
Takes some time from school work	53	54
Does not interfere with school work	27	22
	100%	100%

**Percentages based on those who indicated that they had family responsibilities.*

Table 5
Family Responsibilities of the SMC and non-SMC Students

	SMC (%)	non-SMC (%)
<i>Q. #7 If you are married or have other family responsibilities, how does this affect your school work?*</i>		
Takes a lot of time from school work	9	22
Takes some time from school work	56	50
Does not interfere with school work	35	28
	100%	100%

**Percentages based on those who indicated that they had family responsibilities.*

SECTION III:

COLLEGE PROGRAM AND COURSES

The CCSEQ sections on *College Program* and *College Courses* asked students various questions about their college program and about the type and number of college courses which they have taken through the Spring quarter/semester of the 1988-1989 academic year.

College Program

While a majority of both the SMC and the non-SMC students indicated that most of their courses met only during the day (71% and 60%, respectively) [see question #3], almost two-thirds of the non-SMC students indicated that they take courses both in the day and in the evening. In addition, a substantial percentage of non-SMC students took courses that met only during the evening (11%), while no SMC student reported taking courses in the evening only. Sixty-three percent (63%) of both the SMC and non-SMC students took 12 or more credits during the Spring quarter/semester of the 1988-1989 school year (see Table 6b). And, when asked how many course credits they have taken while at the community college they are currently attending, 26% of the SMC and 46% of the non-SMC students indicated that they had taken 46 course credits or more. It is unclear why there is such a discrepancy between the percentage of SMC and non-SMC students having taken 46 or more course credits, given the fact that an equal percentage of SMC and non-SMC students reported taking 12 or more credits during the Spring term.

Table 6a
Course Credit Pattern of the SMC and non-SMC Students

	SMC (%)	non-SMC (%)
<i>Q. #2 Including the units you are now taking, what is the total number of course credits you have taken at this college?</i>		
1 - 15 credits	19	12
16 - 30 credits	29	25
31 - 45 credits	26	17
46 or more credits	26	46
	100%	100%

Table 6b
Course Credit Pattern of the SMC and non-SMC Students

	SMC (%)	non-SMC (%)
<i>Q. #1 How many course credits are you taking this term?</i>		
1 - 5 credits	8	8
6 - 11 credits	29	29
12 or more credits	63	63
	100%	100%

With regards to academic performance (see Table 7), students' self report of their cumulative grade point average at the community college indicates that SMC students outperformed non-SMC students (see question #4). Seventy-one percent (71%) of the SMC students, as compared to 62% of the non-SMC students, reported having a grade point average of 3.0 or above. And, 31% of the SMC students, as compared to 27% of the non-SMC students, reported having a grade point average of 3.5 or above. One could hypothesize that this difference is due to the fact that a larger percentage of SMC students are planning to transfer to a four-year institution. Therefore, these students are trying to maintain a high grade point average. This, however, does not seem to be the case. When asked what the most important result hoped to obtain from the community college (see question #7), 82% of the SMC and 83% of the non-SMC students indicated that it was to "prepare for transfer to a four-year college or university," while 3% of the SMC and 5% of the non-SMC students indicated that it was to "get a two-year college degree." For the remaining SMC students, reasons for attending community college ranged from personal interest (11%) to obtaining or advancing job skills (4%).

Table 7
Self-Reported Grade Point Average
SMC and non-SMC Students

Self-Report Grade Point Average	SMC (%)	non-SMC (%)
2.0 or lower	7	5
About 2.5	22	33
About 3.0	40	35
3.5 or Higher	31	27
	100%	100%

An alternative explanation for the slightly stronger academic performance of the SMC students could be the number of hours spent studying or preparing for classes. Again, this does not seem to be the case. From Table 8a, it is clear that an approximately equal percentage of SMC and non-SMC students spent 20 or more hours a week studying and preparing for classes (15% vs. 19%, respectively). And, when asked how many hours a week are spent on campus other than for classes (see Table 8b), SMC students spent slightly more time on campus than non-SMC students. Only 19% of the SMC students and 25% of the non-SMC students did not spend any time, outside of class, on campus. Since such a larger percentage of students spend extra time on campus, it would be interesting to note where on campus they go to meet other students. SMC students tended to meet other students in the cafeteria or snack bar (42%) or in the library or learning center (41%) [see question #9]. The same pattern held true for non-SMC students (34%, cafeteria and 45%, library). Both SMC and non-SMC students indicated that they hardly ever met with other students in the student center or union, in a special interest club or group, or in an ethnic organization.

Table 8a
Hours Spent Preparing for Class
SMC and non-SMC Students

	SMC (%)	non-SMC (%)
<i>Q. #5 About how many hours a week do you usually spend studying or preparing for your classes?</i>		
Less than 10 hours a week	41	41
About 10 to 19 hours a week	44	40
About 20 to 29 hours a week	11	15
30 hours a week or more	4	4
	100%	100%

Table 8b
Hours Spent on Campus
SMC and non-SMC Students

	SMC (%)	non-SMC (%)
<i>Q. #6 About how many hours a week do you usually spend on the college campus, <u>not counting time attending classes?</u></i>		
None	19	25
1 to 4 hours	37	40
5 to 8 hours	21	16
9 to 12 hours	13	7
13 to 16 hours	5	5
17 or more hours	5	7
	100%	100%

College Courses

When the self-reported course taking patterns of the SMC and non-SMC students were compared, some definite trends emerged (see Table 9). A larger percentage of non-SMC students, as compared to SMC students, had taken Occupational or Technical courses (23% vs. 14%); Business courses (38% vs. 29%); Basic or Applied Science Courses (78% vs. 68%); and Mathematics courses (79% vs. 68%). On the other hand, a larger percentage of SMC students, as compared to non-SMC students, had taken Art, Music, Theater, and Dance courses (66% vs. 54%); English Composition courses (91% vs. 83%) and Literature, Foreign Language, and Speech courses (85% vs. 68%). The course taking patterns seem to indicate that SMC students are taking more of what one would consider general education courses that could be applied toward transfer, rather than vocational or occupational courses. It is important to note that the differences between the number of SMC and non-SMC students taking three or more courses in a specific curricular area is due to the fact that SMC students have taken far fewer courses overall, as compared to their non-SMC cohort.

Table 9
Course Taking Patterns for the SMC and non-SMC Students

Course Type	SMC (%)			non-SMC (%)		
	Number of Courses					
	0	1-2	3+	0	1-2	3+
Occupational/Technical	86	10	4	77	14	9
Business	71	24	5	62	22	16
Basic or Applied Science	32	53	15	22	43	35
Social Sciences	9	46	45	6	37	57
Art/Music/Theater/Dance	34	45	21	46	43	11
Mathematics	32	55	13	21	47	32
English Composition	9	61	30	17	57	26
Literature/Foreign Languages/Speech	15	51	34	32	46	22

SECTION IV:

QUALITY OF EFFORT SCALES

Methodology

The *College Activities* section of the CCSEQ was designed to measure the *Quality of Effort* students put into using the facilities and opportunities provided for their learning and development at the community college. *Quality of Effort*, as measured by the CCSEQ, is how often, during the current school year, students engaged in various activities. The college activities and experiences measured in the questionnaire all have special significance in the community college setting, and relate to interaction in the classroom, experiences in writing, contact with faculty members, acquaintances with other students, facilities related to the arts, use of library facilities, use of facilities related to computer technology, contacts with counselors and advisors, activities related to transfer, and experiences related to understanding career interests.

Since *Effort* is a quality dimension, some educational processes require more effort than others. It follows then, that those activities requiring the greater effort or the greater amount of thought are more educative. By measuring the amount of *Effort* a student places in his/her education, the quality of the educational process the students experiences can be assessed.

Ten (10) scales found in the CCSEQ measure the *Quality of Effort* of a student's community college experience. The underlying dimensions of each of the scales are as follows:

Class Activities (7 activities)

From: Relatively simple cognitive activities (taking notes, underlying, etc.)
To: Higher level cognitive activities (efforts to explain and organize)

Writing Activities (6 activities)

From: General concern with words, grammar, revisions
To: Seeking criticisms from others, greater concern with clarity and style

Faculty (6 activities)

From: Routine and causal
To: More serious contacts (discussing careers, inviting criticisms, seeking counsel)

Student Acquaintances (6 activities)

From: Making friends with different kinds of people
To: Serious conversations with people who differ from you

Art, Music, and Theater Activities (6 activities)

From: Talking about the arts and attending art functions
To: Efforts toward greater understanding and personal involvement

Library Activities (5 activities)

From: Routine, moderate exploratory use
To: Increased amount of independent exploration and focused activity

Use of Computers (4 activities)

From: Using the computer for simple tasks (word processing)
To: Using the computer to develop an understanding or explore a topic

Experiences with Counselors/Advisors (7 activities)

From: Routine and casual
To: More serious contacts (discussing careers and vocational interests, seeking counsel)

Transfer (6 activities)

From: Reading about different four-year institutions
To: Meeting with faculty and/or representatives and visiting universities

Career Development (6 activities)

From: Talking about possible career options
To: Participating in an internship or work experience program

Each of the conceptually designed scales were factor analyzed to determine if they would cluster according to their conceptually appropriate dimensions. Initial factors were extracted using a least squares approach and factors with eigen values greater than 1.0 were rotated according to their varimax criterion. Items were used only if they had rotated loadings of at least .40. Internal consistency reliability coefficients or alpha coefficients were computed for each of the factor scales.

Table 10 presents the items that make up the twelve scales, along with the factor loadings and alpha reliability coefficients. The reliabilities range from a high of .89 to a low of .65. While the reliabilities that range from .89 to .73 seem to be reasonable, three scales have reliabilities too low to be considered for analysis. These are the Computer Scale, the Career Information Scale, and the Career Participation Scale. No further analysis will be done on these scales.

Table 10
Internal Consistency Reliability (Alpha) Coefficients
for the Quality of Effort Scales

Scale	Loading	Alpha Value
Class Activities		.81
Participated in discussion	.70	
Combined ideas from different sources	.70	
Summarized major points	.62	
Explained material to others	.72	
Did additional readings	.66	
Asked questions about point made in class	.77	
Studies materials with others	.62	
Writing Activities		.79
Used dictionary	.51	
Asked people to read what you wrote	.72	
Spent at least 5 hours writing a paper	.70	
Asked instructor for advice	.84	
Talked with instructor who criticized writing	.79	
Used Writing Laboratory or Learning Resource Center	.58	
Faculty		.87
Asked instructor for general information	.72	
Talked with instructor about course content	.78	
Made an appointment to see instructor in office	.78	
Discussed ideas for a paper/project with instructor	.81	
Discussed career plans with instructor	.77	
Discussed comments instructor made on test or paper	.80	
Student Acquaintances		.89
Had discussion with others with a different philosophy of life	.82	
Had discussion with others with different religious beliefs	.82	
Had discussion with others with different political opinions	.81	
Had discussion with other from a different race	.83	
Had discussion with others from a different country	.81	
Had discussion with others who are older	.77	

Table 10, Cont.
Internal Consistency Reliability (Alpha) Coefficients
for the Quality of Effort Scales

Scale	Loading	Alpha Value
Talking about Art/Music/Theater		.83
Talked about art	.84	
Talked about music	.89	
Talked about theater	.88	
 Attending Art/Music/Theater		 .73
Attended art exhibit	.79	
Attended concert	.86	
Attended play, ballet, or theater event	.82	
 Library Activities		 .79
Used library to read or study	.66	
Used the card catalogue	.82	
Prepared a bibliography	.78	
Asked librarian for help	.77	
Found something interesting by browsing	.70	
 Use of Computers		 .67
Used computer for word processing	.68	
Used computer to search a database	.75	
Used a computer to analyze data	.77	
Used computer to develop skills	.68	

Table 10, Cont.
Internal Consistency Reliability (Alpha) Coefficients
for the Quality of Effort Scales

Scale	Loading	Alpha Value
Experiences with Counselors/Advisors		.89
Talked about educational requirements	.79	
Talked about ways to improve skills	.76	
Discussed vocational interests	.82	
Talked about personal matters	.78	
Asked about skills needed for specific jobs	.81	
Sought information about jobs	.77	
Discussed transfer to a 4-year institution	.74	
Transfer		.81
Read printed materials about 4-year institutions	.72	
Made an appointment with counselor/advisor to discuss plans to transfer	.78	
Asked faculty member to recommend a 4-year institution	.63	
Met with a representative from a 4-year institution	.77	
Identified courses needed to take to transfer	.71	
Visited a 4-year institution and met with their representative	.69	
Career Information		.66
Talked about career possibilities	.71	
Read materials in the Career Center or Library about careers	.84	
Attended a career workshop	.78	
Career Participation		.65
Participated in a club related to a career	.79	
Completed a career inventory	.75	
Participated in an internship	.78	

The data analysis of the *Quality of Effort* scales is presented in two parts. The first part is an overview of all the scales, comparing the SMC to the non-SMC students. The second section is an in-depth analysis of SMC students, concentrating on those factors which lead to their academic success.

Findings - General Analysis

Table 11 presents the means and standard deviations of the nine quality of effort scales that were analyzed, by the SMC and non-SMC respondents. Of the nine scales, SMC and non-SMC students scored significantly different on three of the scales. (A one-way analysis of variance was used to test for significant between the two groups.) SMC students were more likely than non-SMC students to participate in class activities and to talk about and attend cultural events. On the other hand, non-SMC students were more likely to utilize counseling and advising services. No differences were found between the two groups in the areas of writing activities, faculty interactions, student acquaintances, use of library facilities, and transfer activities.

For both SMC and non-SMC students, however, it is clear that there is definite under-utilization of campus services and facilities. Since the beginning of the 1988-1989 academic year, for example, SMC students only consulted their faculty members on an informal and formal basis approximately two times, used writing and transfer resources approximately two times, and used the library only two times. SMC faculty members and administrators should concentrate on introducing students to the facilities and resources available on campus, while at the same time encouraging their use.

To obtain a better sense of the relationship between the items within the scales, the highest percentage of SMC and non-SMC students responding to the four categories within each item were analyzed. (The scales range from 1 to 4, with the categories representing: 1=Never; 2=Once or twice; 3=Three to five times; 4=Six or more times.) Table 12 presents the item analysis of the *Quality of Effort* scales by the SMC and non-SMC students. For both the SMC and non-SMC students, items within the Class Activities Scale where the largest percentage of students engaged in an activity 6 or more times during the 1988-1989 academic year were classroom discussions, summarizing major points from readings or notes, explaining materials to other students, and asking questions in class. The fact that such a large percentage of students engaged in these activities 6 or more times accounts for the high mean scale score given by both the SMC and non-SMC students (3.03 and 2.89, respectively). For the Writing Activities Scale, the items where the largest percentage of SMC students engaged in it 6 or more times were using a dictionary, spending 5 or more hours writing a paper, and asking someone else to read something that they had written. It should be noted, however, that this group of SMC students never used their college's Writing Laboratory or Learning Resource Center. A similar trend was found for the non-SMC students.

The low scores for both the SMC and non-SMC students on the Faculty Scale (2.27 and 2.22, respectively), is evidenced by the fact that for all six activities, only a small percentage of SMC or non-SMC students engaged in the activity for 6 or more times during the academic year. In fact, for most of the items in the scale, students engaged in them only one-to-two times during the year. This pattern was replicated in the Attending Art, Music, and Theater Scale and the Experiences with Counselors/Advisors Scale. In fact, for all three items that compose the Attending Art, Music, and Theater Scale, a majority of both the SMC and non-SMC students never engaged in the activity. And, for the Experiences with Counselors/Advisors Scale, a majority of both the SMC and non-SMC students never talked with their counselor/advisor about improving their academic skills, about personal matters, about skills needed for jobs, and about information about jobs. Again, these findings help to account for the low scores given by the SMC and non-SMC students on this scale (1.80 and 1.96, respectively).

Table 11
Measurement of the Quality of Effort Scales
by SMC and non-SMC Students

Scales ^a	SMC			non-SMC		
	Mean	S.D. ^b	(N) ^c	Mean	S.D.	(N)
Class ^d	3.03	.600	(106)	2.89	.644	(494)
Writing ^f	2.52	.652	(105)	2.45	.688	(491)
Faculty ^f	2.27	.717	(105)	2.22	.715	(491)
Student Acquaintances ^f	2.37	.856	(106)	2.29	.890	(490)
Talking Art/Music/Theater ^e	2.63	1.057	(106)	2.28	.941	(492)
Attending Art/Music/Theater ^d	1.73	.697	(106)	1.58	.709	(491)
Library ^f	2.56	.763	(106)	2.61	.801	(490)
Counseling/Advising ^d	1.80	.602	(106)	1.96	.725	(490)
Transfer ^f	2.19	.584	(101)	2.11	.670	(469)

^a - Scales range from 1 to 4: 1=Never; 2=Once or twice; 3=Three to five times; 4=Six times or more

^b - Standard Deviation

^c - Number of respondents

^d - Significant at the alpha = .05 level

^e - Significant at the alpha < .01 level

^f - Not significant

Table 12
Item Analysis of the Quality of Effort Scales
by SMC and non-SMC Students

Scale	Six or more^a	Never^b
Class Activities		
SMC	Participated in discussions Summarize major points Explained materials to others Asked questions	
non-SMC	Participated in discussions Summarize major points Explained materials to others Asked questions	
Writing Activities		
SMC	Used a dictionary Spent 5 hours writing a paper Asked someone to read something you wrote	Used Writing Laboratory
non-SMC	Used a dictionary Spent 5 hours writing a paper	Used Writing Laboratory Talked to instructor who criticized writing
Faculty		
SMC		
non-SMC		Discussed career plans Discussed career plans

^a - Represents the largest percentage of students engaged in the activity 6 or more times during the 1988-1989 academic year.

^b - Represents the largest percentage of students engaged in the activity never during the 1988-1989 academic year.

Table 12, Cont.
Item Analysis of the Quality of Effort Scales
by SMC and non-SMC Students

Scale	Six or more^a	Never^b
Student Acquaintances		
<i>SMC</i>	Discussions with students of a different race Discussions with students from a different country	Discussions with students with different political opinions Discussion with students with different religious beliefs
<i>non-SMC</i>	Discussions with older/younger students Discussion with older/younger students	Discussions with students with different religious beliefs Discussions with students with different political opinions Discussions with students of a different race
Talking Art/Music/Theater		
<i>SMC</i>	Talked about music Talked about theater	Talked about art
<i>non-SMC</i>		Talked about art
Attending Art/Music/Theater		
<i>SMC</i>		Attended art Attended music Attended theater
<i>non-SMC</i>		Attended art Attended music Attended theater

^a - Represents the largest percentage of students engaged in the activity **6 or more times** during the 1988-1989 academic year.

^b - Represents the largest percentage of students engaged in the activity **never** during the 1988-1989 academic year.

Table 12, Cont.
Item Analysis of the Quality of Effort Scales
by SMC and non-SMC Students

Scale	Six or more^a	Never^b
Library Activities		
<i>SMC</i>	Used library to study Used card catalogue	Found materials by browsing Prepared bibliography
<i>non-SMC</i>	Used library to study	Found materials by browsing Used card catalogue
Experiences with Counselors/Advisors		
<i>SMC</i>		Talked about improving skills Talked about personal matters Talked about skills for jobs Sought information about jobs
<i>non-SMC</i>		Talked about improving skills Talked about personal matters Talked about skills for jobs Sought information about jobs
Transfer		
<i>SMC</i>	Read printed materials Identified courses needed to transfer	Asked faculty member to recommend a 4-year institution Met with a representative from a 4-year institution Visited a 4-year institution
<i>non-SMC</i>		Asked faculty member to recommend a 4-year institution Met with a representative from a 4-year institution Visited a 4-year institution

^a - Represents the largest percentage of students engaged in the activity 6 or more times during the 1988-1989 academic year.

^b - Represents the largest percentage of students engaged in the activity never during the 1988-1989 academic year.

SMC students had a slightly higher mean score on the Student Acquaintances Scale, as evidenced by the fact that a larger percentage of students engaging in discussions with students of a different race, with students from a different country, and with younger or older students, 6 times or more during the 1988-1989 academic year. Both SMC and non-SMC students also had a slightly higher mean score on the Library Activities Scale, as evidenced by the larger percentage of students using the library to study and using the card catalogue 6 or more times during the year. SMC students, during the 1988-1989 academic year, never used the library to prepare a bibliography or never browsed the library just to find interesting materials to read. And finally, for the Transfer Scale, both SMC and non-SMC students registered a low mean score (2.19 and 2.11, respectively). The low scores can be attributed to the fact that for both groups, a larger percentage of students indicated that they never asked a faculty member to recommend a four-year institution, never met with a representative from a four-year institution, and never visited a four-year institution. A larger percentage of SMC students, however, did indicate that they read printed materials and identified the courses needed to transfer, 6 or more times during the academic year.

Findings - In-depth Analysis of SMC Students

In an attempt to understand how SMC students' scores on the *Quality of Effort* scales relate to their academic success, multiple regression was performed to describe how much of the variation in self-reported grade point average (GPA) could be accounted for by the joint linear influences of the *Quality of Effort* scales. Table 13 presents the direct effect of the scales on self-reported GPA. It should be noted that the tests of the six assumptions of multiple regression - - linearity, additivity, homoscedsticity of the error terms, independence of the error terms, multicollinearity, and normal distribution of the error terms - - were all met. The combination of the variables was found to account for twenty percent of the variability in self-reported grade point average ($R^2 = .20$). Of the eight independent variables, Class Activities (+.557), Writing Activities (+.393), and Faculty Interactions (-.516) were found to have a statistically significant affect on GPA. That is to say, if a student took an active role in the classroom, participated in many different writing activities, and had few faculty interactions, there was a strong probability that that student would achieve a high GPA. While it makes intuitive sense that actively participating in writing and class activities would contribute to a high grade point average, why would frequent informal and formal contacts with faculty members have a negative influence on academic success? One possible explanation could be attributed to the fact that students do not know how to fully utilize their faculty members. Maybe faculty contacts are due to punitive rather than positive reasons.

Table 13
Multiple Regression Summary
Quality of Effort Scales

Variables	Parameter Estimate	Standard Error
<i>Self-Reported Grade Point Average^a</i>		
1. Attending Art/Music/Theater	-.016	.170
2. Experiences with Counselors/Advisors	+.317	.195
3. Class Activities	+.557	.210 ^c
4. Writing Activities	+.393	.174 ^b
5. Library Activities	+.014	.141
6. Student Acquaintances	-.018	.144
7. Transfer Scale	-.137	.203
8. Attending Art/Music/Theater	-.097	.115
9. Faculty	-.516	.187 ^c

$R^2 = .20$

$F = 2.44$

Degrees of Freedom = 9/86

^a - The dependent variable is coded as : 1=2.0 or lower; 2=About 2.5; 3=About 3.0; 4=3.5 or higher

^b - $p \leq .05$

^c - $p \leq .01$

SECTION V:

ESTIMATE OF GENERAL EDUCATION GAINS

Methodology

The *Estimate of Gains* section of the CCSEQ was designed to measure the extent to which students perceive themselves as progressing toward several important educational goals. The twenty-one goals that make up the *Estimate of Gains* section are based on those commonly found in writings about higher education and those used in national surveys over the past several decades. Students, in responding to the items, were asked to think over their experiences at their community college and determine the amount of progress made in each area.

The items within the *Estimate of Gains* section were group together to form scales and then factor analyzed to determine if they would cluster according to their conceptually appropriate dimensions. Initial factors were extracted using a least squares approach and factors with eigen values greater than 1.0 were rotated according to their varimax criterion. Items were used only if they had rotated loadings of at least .40. Internal consistency reliability coefficients or alpha coefficients were computed for each of the factor scales.

After both exploratory and confirmatory analysis, four factors were extracted -- a Development of an Understanding of Abilities, Interests, and Beliefs Scale; an Acquisition of Knowledge of Political and World Events Scale; a Development of Communication Abilities Scale; and a Development of an Appreciation of the Arts Scale. Table 14 presents the items that make up the four scales, along with the factor loadings and alpha reliability coefficients. The reliabilities range from a high of .87 to a low of .74, and are all considered reasonable. Of the twenty-one items in the *Estimate of Gains* section, fifteen or 72% compose the four usable scales.

Findings

Table 15 presents the means and standard deviations of the four gains scales that were analyzed, by the SMC and non-SMC respondents. Each *Estimate of Gains* item is based on a five-point scale, with a "1" representing no gain or progress, a "2" representing very little gain or progress, a "3" representing some gain or progress, a "4" representing quite a bit of gain or progress, and a "5" representing very much gain or progress. Both the SMC and non-SMC students indicated that they made their greatest amount of progress developing an understanding of their abilities, interests, and beliefs (3.75 and 3.73, respectively), followed by developing their communication skills (3.67 and 3.49), acquiring knowledge of

Table 14
Internal Consistency Reliability (Alpha) Coefficients
for the Estimate of Gains Scales

Scale	Loading	Alpha Value
Development of an Understanding of Abilities, Interests, and Beliefs		.87
Awareness of different philosophies and cultures	.72	
Becoming clearer about own beliefs	.87	
Understanding yourself	.86	
Putting ideas together	.83	
Developing ability to learn on your own	.80	
 Acquisition of Knowledge of Political and World Events		 .81
Awareness of different philosophies and cultures	.72	
Interpreting information from graphs and charts	.67	
Developing an interest in political/economic events	.83	
Seeing the importance of history	.81	
Learning about people in other parts of the world	.75	
 Development of Communication Abilities		 .79
Developing an understanding/enjoyment of literature	.84	
Writing clearly and effectively	.84	
Presenting ideas effectively	.83	
 Development of an Appreciation of the Arts		 .74
Understanding and enjoying art	.77	
Understanding and enjoying music	.87	
Understanding and enjoying theater	.82	

APPENDIX II

political and world events (3.20 and 3.37), and finally developing an appreciation of the arts (2.89 and 2.56). It should be noted, however, that for all four scales, both the SMC and non-SMC students reported only a moderate amount of progress toward these educational goals. This statement can be substantiated by the fact that the mean values range from a high of only 3.75 and a low of 2.56 ("very little" to "some").

When the differences between the mean scores of the SMC and non-SMC students were analyzed, the two groups scored significantly different at the $p < .01$ level on only one scale, the Development of an Appreciation of the Arts Scale. (A one-way analysis of variance was used to test for significant between the two groups.) This finding indicates that SMC students were more likely than non-SMC students to perceive having progressed in the area of developing their understanding enjoyment of the arts. Even though there is a significant difference between the two groups, SMC students still indicated that they had made "very little" progress toward this goal.

Multiple regression could have been used to obtain an understanding of the relationship between the Estimate of Gains scales and academic success, as measured by self-reported grade point average. Unfortunately, tests of several assumptions of multiple regression were not met. Therefore, multiple regression could not be performed.

Table 15
Measurement of the Estimate of Gains Scales
by SMC and non-SMC Students

Scales ^a	SMC			non-SMC		
	Mean	S.D. ^b	(N) ^c	Mean	S.D.	(N)
Development of Abilities/Interests/Beliefs ^e	3.75	.961	(106)	3.73	.893	(483)
Political and World Events ^e	3.20	.953	(106)	3.37	.935	(483)
Communication ^e	3.67	.929	(106)	3.49	.946	(483)
Arts ^d	2.89	1.163	(106)	2.56	1.108	(484)

^a - Scales range from 1 to 5; 1=None; 2=Very little; 3=Some; 4=Quite a bit; 5=Very much

^b - Standard Deviation

^c - Number of respondents

^d - Significant at the alpha $< .01$ level

^e - Not significant

SECTION V:

CONCLUSIONS AND RECOMMENDATIONS

The findings from the analysis of the Community College Student Experiences Questionnaire indicate that the Santa Monica College respondents are overwhelmingly White and of college-going age. And, over three-fourths of these SMC students have the goal of transferring to a four-year institution. A majority of the SMC students are full-time and take courses during the day only. In addition, these students spend anywhere from one to nineteen hours a week preparing or studying for their classes. They also spend anywhere from one to eight hours a week on campus, outside of class-time. Their favorite meeting places seem to be the cafeteria or snack bar and the library or learning center.

Self-reported grade point average indicated that SMC students are only slightly outperforming their non-SMC counterparts. SMC students tend to take more general educational courses, rather than vocational or occupational courses. SMC students spend more time participating in the classroom activities and talking about and attending art, music, and theater than their non-SMC counterparts. On the other hand, non-SMC students spent more time than SMC students with their counselors and advisors.

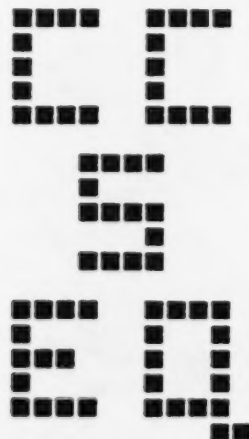
SMC students, however, still under-utilized their faculty members, counselor and advisors, and several campus services -- Writing Laboratories, Learning Centers, and Library facilities. It would be prudent for SMC educators and administrators to encourage their students to take more advantage of the services provided. This could include indicating to students that the services available should be used in all types of situations, not just punitive ones. Another interesting finding was the fact that SMC students were no different than their non-SMC counterparts in their estimation of the progress they have made toward attaining several educational goals. Both SMC students and non-SMC students indicated making only "some" progress toward attaining these goals. This finding could be due to the fact that since such a large percentage of students are focused on transferring, they may consider that the attainment of their educational goals will come after completing of their four-year degree.

APPENDIX I

COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

Your college, along with others in other parts of the country, asks you to respond to this questionnaire. You can do it in about twenty to thirty minutes. When you have finished you will see that you have recalled some of the things you have done here, and have thought about what you have been putting into and getting out of your experience at college. Your answers will also help the college learn more about how its services and facilities and programs are being used and how they might be improved. Your participation in this survey is very much appreciated.

Do not write your name on the questionnaire. At the end of the questionnaire there is space for a student identification number if it is requested by your college. In any case, your responses will not be part of your college record.



The results obtained from the preliminary use of this questionnaire will contribute to plans for more extensive use in subsequent years. This project is directed by Jack Friedlander at Santa Barbara City College and by C. Robert Pace at UCLA.

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DIRECTIONS: Indicate your responses by filling in the appropriate circle under each question.

BACKGROUND, WORK, FAMILY

1. Age [1]
(1) ☐ 18 - 19 or younger
(2) ☐ 20 - 22
(3) ☐ 23 - 27
(4) ☐ 28 - 39
(5) ☐ 40 or older
2. Sex [2]
(1) ☐ male
(2) ☐ female
3. What is your racial or ethnic identification? [3]
(1) ☐ American Indian
(2) ☐ Asian or Pacific Islander
(3) ☐ Black, African-American
(4) ☐ Hispanic, Latino
(5) ☐ White
(6) ☐ Other: What? _____
4. What is your native language? [4]
(1) ☐ English
(2) ☐ Spanish
(3) ☐ Any Asian language
(4) ☐ Other: What? _____
5. During the time school is in session, about how many hours a week do you usually spend working on a job for pay? [5]
(1) ☐ none, I don't have a job
(2) ☐ 1 - 10 hours
(3) ☐ 11 - 20 hours
(4) ☐ 21 - 30 hours
(5) ☐ 31 - 40 hours
(6) ☐ more than 40 hours
6. If you have a job, how does it affect your school work? [6]
(1) ☐ I don't have a job
(2) ☐ my job takes a lot of time from school work
(3) ☐ my job takes some time from school work
(4) ☐ my job does not interfere with my school work
7. If you are married or have other family responsibilities, how does this affect your school work? [7]
(1) ☐ I don't have family responsibilities
(2) ☐ those responsibilities take a lot of time from school
(3) ☐ those responsibilities take some time from school
(4) ☐ those responsibilities do not interfere with my school work

COLLEGE PROGRAM

1. How many course credits are you taking this term? [8]
(1) ☐ 1 - 5 credits
(2) ☐ 6 - 11 credits
(3) ☐ 12 or more credits
2. Including the units you are now taking, what is the total number of course credits you have taken at this college? [9]
(1) ☐ 1 - 15 credits
(2) ☐ 16 to 30 credits
(3) ☐ 31 to 45 credits
(4) ☐ 46 or more credits
3. When do the classes you are now taking meet? [10]
(1) ☐ day only
(2) ☐ evening only
(3) ☐ some day and some evening
4. Up to now, what is your grade point average at this college? [11]
(1) ☐ 2.0 or lower
(2) ☐ about 2.5
(3) ☐ about 3.0
(4) ☐ 3.5 or higher
5. About how many hours a week do you usually spend studying or preparing for your classes? [12]
(1) ☐ less than 10 hours a week
(2) ☐ about 10 to 19
(3) ☐ about 20 to 29
(4) ☐ 30 hours a week or more
6. About how many hours a week do you usually spend on the college campus, not counting time attending classes? [13]
(1) ☐ none
(2) ☐ 1 to 4 hours
(3) ☐ 5 to 8 hours
(4) ☐ 9 to 12 hours
(5) ☐ 13 to 16 hours
(6) ☐ 17 or more hours

7. What is the most important result or benefit you hope to get from your work at this college? (Mark only one.) [14]

- (1) ☐ skills needed for a job
- (2) ☐ skills needed to keep up to date, or advance in my job
- (3) ☐ satisfy a personal interest (cultural, social)
- (4) ☐ improve my English, reading, or math
- (5) ☐ get a two-year college degree
- (6) ☐ prepare for transfer to a four-year college or university

8. When you want to know what's going on at the college or when you are supposed to do certain things, where do you usually get your information? (Mark only one.) [15]

- (1) ☐ from an advisor, counselor, or instructor
- (2) ☐ from school notices on a bulletin board or in the mail
- (3) ☐ from school newspaper
- (4) ☐ from other students

9. When you get together with other students at the college, where does this usually occur? (Mark only one.) [16]

- (1) ☐ in the cafeteria/snack bar
- (2) ☐ in the student center/student union
- (3) ☐ in the library or learning center
- (4) ☐ in a special interest club or group (music, athletics, etc.)
- (5) ☐ in an ethnic organization

COLLEGE COURSES

DIRECTIONS: In each of the following areas, how many courses (including ones you are currently taking) have you had up to now? (Fill in one response for EACH area.)

AREA	NUMBER OF COURSES			
	None	1 or 2	3 or more	
Occupational/Technical training: such as automotive, electronics, office education, culinary arts, drafting, etc.	(1) ☐	(2) ☐	(3) ☐	[17]
Business	(1) ☐	(2) ☐	(3) ☐	[18]
Basic or Applied Sciences: such as engineering, biology, health fields, physics, chemistry, computer science, etc.	(1) ☐	(2) ☐	(3) ☐	[19]
Social Sciences: such as psychology, history, sociology, economics, ethnic studies, etc.	(1) ☐	(2) ☐	(3) ☐	[20]
Art, Music, Theater, Dance	(1) ☐	(2) ☐	(3) ☐	[21]
Math	(1) ☐	(2) ☐	(3) ☐	[22]
English Composition	(1) ☐	(2) ☐	(3) ☐	[23]
Literature, foreign languages, speech, etc.	(1) ☐	(2) ☐	(3) ☐	[24]

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

CLASS ACTIVITIES	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Participated in class discussions.	☐	☐	☐	☐	[25]
2. Worked on a paper or project where you tried to combine ideas from different sources of information.	☐	☐	☐	☐	[26]
3. Summarized major points and information from readings or notes.	☐	☐	☐	☐	[27]
4. Tried to explain the material to another student.	☐	☐	☐	☐	[28]
5. Did additional readings on topics that were introduced and discussed in class.	☐	☐	☐	☐	[29]
6. Asked questions about points made in class discussion or readings.	☐	☐	☐	☐	[30]
7. Studied course materials with other students.	☐	☐	☐	☐	[31]

WRITING ACTIVITIES	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Used a dictionary to look up the proper meaning of words.	☐	☐	☐	☐	[32]
2. Asked other people to read something you wrote to see if it was clear to them.	☐	☐	☐	☐	[33]
3. Spent at least 5 hours or more writing a paper (not counting time spent reading or at the library).	☐	☐	☐	☐	[34]
4. Asked an instructor for advice and help to improve your writing.	☐	☐	☐	☐	[35]
5. Talked with an instructor who had criticized a paper you had written.	☐	☐	☐	☐	[36]
6. Used help available in a Writing Laboratory or Learning Resource Center.	☐	☐	☐	☐	[37]

FACULTY	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Asked an instructor for information about grades, make-up work, assignments, etc.	☐	☐	☐	☐	[38]
2. Talked briefly with an instructor after class about course content.	☐	☐	☐	☐	[39]
3. Made an appointment to meet with an instructor in his/her office.	☐	☐	☐	☐	[40]
4. Discussed ideas for a term paper or other class project with an instructor.	☐	☐	☐	☐	[41]
5. Discussed your career plans and ambitions with an instructor.	☐	☐	☐	☐	[42]
6. Discussed comments an instructor made on a test or paper you wrote.	☐	☐	☐	☐	[43]

STUDENT ACQUAINTANCES	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Had serious discussions with students whose philosophy of life or personal values were very different from yours.	☐	☐	☐	☐	[44]
2. Had serious discussions with students whose religious beliefs were very different from yours.	☐	☐	☐	☐	[45]
3. Had serious discussions with students whose political opinions were very different from yours.	☐	☐	☐	☐	[46]
4. Had serious discussions with students whose race was different from yours.	☐	☐	☐	☐	[47]
5. Had serious discussions with students from a country different from yours.	☐	☐	☐	☐	[48]
6. Had serious discussions with students who were much older or much younger than you.	☐	☐	☐	☐	[49]

ART, MUSIC, AND THEATER ACTIVITIES

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.	☐	☐	☐	☐	[50]
2. Talked about music (classical, popular, musicians, etc.) with other students at the college.	☐	☐	☐	☐	[51]
3. Talked about theater (plays, musicals, dance, movies, etc.) with other students at the college.	☐	☐	☐	☐	[52]
4. Attended an art exhibit on the campus.	☐	☐	☐	☐	[53]
5. Attended a concert or other musical event at the college.	☐	☐	☐	☐	[54]
6. Attended a play, ballet, or other theater performance at the college.	☐	☐	☐	☐	[55]

LIBRARY ACTIVITIES

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Used the library as a quiet place to read or study material you brought with you.	☐	☐	☐	☐	[56]
2. Used the card catalogue or computer to find books the library had on a topic and to locate the books by call number.	☐	☐	☐	☐	[57]
3. Prepared a bibliography or set of references for a term paper or report.	☐	☐	☐	☐	[58]
4. Asked the librarian for help in finding materials on some topic.	☐	☐	☐	☐	[59]
5. Found some interesting material to read just by browsing in the stacks.	☐	☐	☐	☐	[60]

USE OF COMPUTERS

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Used a computer (word processor) to write or type a paper.	☐	☐	☐	☐	[61]
2. Used a computer to search a database on a particular topic	☐	☐	☐	☐	[62]
3. Used a computer to analyze data needed to complete a class assignment.	☐	☐	☐	☐	[63]
4. Used a computer program to develop your skills in a particular subject - such as math skills, English skills, foreign language skills, etc.	☐	☐	☐	☐	[64]

EXPERIENCES WITH COUNSELORS/ADVISORS

During the current school year, about how often have you had any of these contacts with a counselor or advisor? (Please fill in one response to each activity in the list.)

	Never (1)	Once or twice (2)	3 to 5 times (3)	6 or more times (4)	
1. Talked with an advisor about courses to take, requirements, education plans.	☐	☐	☐	☐	[65]
2. Talked about ways to improve your study skills, note-taking skills, test-taking skills, etc.	☐	☐	☐	☐	[66]
3. Discussed your vocational interests, abilities, and ambitions.	☐	☐	☐	☐	[67]
4. Talked with a counselor about personal matters related to your college performance.	☐	☐	☐	☐	[68]
5. Asked about the skills needed for different kinds of jobs.	☐	☐	☐	☐	[69]
6. Sought information about what kinds of jobs might be available that are related to your interests.	☐	☐	☐	☐	[70]
7. Discussed general education and major field requirements for transfer to a 4-year college or university.	☐	☐	☐	☐	[71]

TRANSFER

During the current school year about how often have you done any of these things related to college transfer plans? (Note: If you are not considering transfer to a 4-year college, you may omit these items.)

- | | Never
(1) | Once or twice
(2) | 3 to 5 times
(3) | 6 or more times
(4) | |
|---|-----------------------|-----------------------|-----------------------|------------------------|------|
| 1. Read printed information about a 4-year college or university that you were interested in attending. | ☐ | ☐ | ☐ | ☐ | [72] |
| 2. Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university. | ☐ | ☐ | ☐ | ☐ | [73] |
| 3. Asked a faculty member to recommend a 4-year college for your interests. | ☐ | ☐ | ☐ | ☐ | [74] |
| 4. Met with a representative from a 4-year college or university to discuss their programs and services. | ☐ | ☐ | ☐ | ☐ | [75] |
| 5. Identified courses you need to take in order to fulfill the lower division general education/ major field requirements of a 4-year college or university that you are interested in attending. | ☐ | ☐ | ☐ | ☐ | [76] |
| 6. Visited a college or university and met with their representatives and/or faculty. | ☐ | ☐ | ☐ | ☐ | [77] |

CAREER DEVELOPMENT

During the current school year about how often have you done any of these things related to preparation for employment or choice of a career? (Note: If preparation for employment or choice of a career is not a consideration in your college work, you may omit these items.)

- | | Never
(1) | Once or twice
(2) | 3 to 5 times
(3) | 6 or more times
(4) | |
|---|-----------------------|-----------------------|-----------------------|------------------------|------|
| 1. Talked about career possibilities with other students, faculty, counselors, or friends. | ☐ | ☐ | ☐ | ☐ | [78] |
| 2. Read materials in the Career Center or library about career opportunities. | ☐ | ☐ | ☐ | ☐ | [79] |
| 3. Attended a workshop or sought advice from a college staff member on resume writing, job search strategies and/or interview skills. | ☐ | ☐ | ☐ | ☐ | [80] |
| 4. Participated in a club or organization related to your career interests (e.g., business club, engineering club, etc.). | ☐ | ☐ | ☐ | ☐ | [81] |
| 5. Completed a career inventory assessment or used a computer program to find out more about your career interests, aptitudes, and abilities. | ☐ | ☐ | ☐ | ☐ | [82] |
| 6. Participated in an internship or work experience program that was related to your career interests. | ☐ | ☐ | ☐ | ☐ | [83] |

COLLEGE SATISFACTION

1. If you could start over again would you go to this college? [84]

- (1) ☐ yes
(2) ☐ maybe
(3) ☐ no

2. In general, how would you describe other students in their relationships with you? [85]

- (1) ☐ friendly, supportive
(2) ☐ little involvement with other students
(3) ☐ competitive

3. In general, how would you describe faculty members in their relationships with you? [86]

- (1) ☐ approachable, helpful, supportive
(2) ☐ little contact with faculty members
(3) ☐ remote, impersonal, discouraging

ESTIMATE OF GAINS

DIRECTIONS: In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in each of the following areas? (Please make one response for each item.)

	None	Very Little	Some	Quite a bit	Very much	
1. Acquiring knowledge and skills applicable to a specific job or type of work.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[87]
2. Gaining information about career opportunities.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[88]
3. Becoming acquainted with different fields of knowledge.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[89]
4. Developing an understanding and enjoyment of art.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[90]
5. Developing an understanding and enjoyment of music.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[91]
6. Developing an understanding and enjoyment of theater.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[92]
7. Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[93]
8. Writing clearly and effectively.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[94]
9. Presenting ideas and information effectively in speaking to others.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[95]
10. Acquiring the ability to use computers.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[96]
11. Becoming aware of different philosophies, cultures, and ways of life.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[97]
12. Becoming clearer about your own values and beliefs.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[98]
13. Understanding yourself - your abilities and interests.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[99]
14. Understanding mathematical concepts such as probabilities, proportions, etc.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[100]
15. Putting ideas together to see relationships, similarities, and differences between ideas.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[101]
16. Developing the ability to learn on your own, pursue ideas, and find information you need.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[102]
17. Developing the ability to speak and understand another language.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[103]
18. Interpreting information in graphs and charts you see in newspapers, textbooks, and on TV.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[104]
19. Developing an interest in political and economic events.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[105]
20. Seeing the importance of history for understanding the present as well as the past.	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[106]
21. Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	(1) ☐	(2) ☐	(3) ☐	(4) ☐	(5) ☐	[107]

ADDITIONAL QUESTIONS

DIRECTIONS: Your college may ask you some additional questions. If so, please provide your answers in the spaces below.

- | row. | (1) | (2) | (3) | (4) | (5) | | 1) | (2) | (3) | (4) | (5) | |
|------|-----|-----|-----|-----|---------|-----|----|-----|-----|-----|-----|-------|
| 1. | ○ | ○ | ○ | ○ | ○ [108] | 6. | ○ | ○ | ○ | ○ | ○ | [113] |
| 2. | ○ | ○ | ○ | ○ | ○ [109] | 7. | ○ | ○ | ○ | ○ | ○ | [114] |
| 3. | ○ | ○ | ○ | ○ | ○ [110] | 8. | ○ | ○ | ○ | ○ | ○ | [115] |
| 4. | ○ | ○ | ○ | ○ | ○ [111] | 9. | ○ | ○ | ○ | ○ | ○ | [116] |
| 5. | ○ | ○ | ○ | ○ | ○ [112] | 10. | ○ | ○ | ○ | ○ | ○ | [117] |

COMMENTS AND SUGGESTIONS

If you have any additional comments about your college experience or any suggestions about this questionnaire, please make them here in the space provided.

Community College Code _____ [118-121]

Thank you for your participation in this survey.

If your college asks you to indicate your student identification number, please write it in these spaces:

_____ [122-130]

ADDITIONAL QUESTIONS

1. In Fall of 1989, I am planning to . . .

- ☛ (1) Not be in school
- ☛ (2) Continue at my current institution
- ☛ (3) Transfer to another community college
- ☛ (4) Transfer to a four-year institution
- ☛ (5) Don't know

2. If you are planning to transfer to a four-year institution, are you planning to be at . . .

- ☛ (1) UCLA
- ☛ (2) Another University of California (UC) campus
- ☛ (3) A California State University (CSU) campus
- ☛ (4) A private institution/other
- ☛ (5) N/A

3. I have an individual education plan that I developed with a counselor or advisor?

- ☛ (1) Yes
- ☛ (2) No

4. Given the choice, I would have completed my Freshman and Sophomore years at . . .

- ☛ (1) The Community College I am currently attending
- ☛ (2) Another California Community College
- ☛ (3) A University of California (UC) campus
- ☛ (4) A California State University (CSU) campus
- ☛ (5) Some other institution

5. In a lecture class I tend to take extensive notes . . .

- ☛ (1) Never
- ☛ (2) Rarely
- ☛ (3) Sometimes
- ☛ (4) Frequently
- ☛ (5) Always

(OVER)

6. I plan a week in advance the times when I plan to attend class, study, work, etc.

- ☛ (1) Never
- ☛ (2) Rarely
- ☛ (3) Sometimes
- ☛ (4) Frequently
- ☛ (5) Always

7. When I study for a test I tend to cram, spending long periods of time studying with few or no breaks.

- ☛ (1) Never
- ☛ (2) Rarely
- ☛ (3) Sometimes
- ☛ (4) Frequently
- ☛ (5) Always

8. When I study, I try to relate what I've learned in one course to what I'm studying in other courses.

- ☛ (1) Never
- ☛ (2) Rarely
- ☛ (3) Sometimes
- ☛ (4) Frequently
- ☛ (5) Always

9. I "test" myself on the assignments I read by asking myself questions about the material I read.

- ☛ (1) Never
- ☛ (2) Rarely
- ☛ (3) Sometimes
- ☛ (4) Frequently
- ☛ (5) Always

10. I consider myself a member of the UCLA's Transfer Alliance Program at the Community College I am currently attending?

- ☛ (1) Yes
- ☛ (2) No

ADMINISTRATION OF CCSEQ PILOT STUDY

1. Choose your sample

Each school should select a sample of students to be surveyed. Because we are interested in obtaining a sample of TAP and non-TAP students who are planning to transfer to a four-year institution in FALL 1989, choose your sample in the following way:

- For the TAP sample, select **Sophomore-level** classes where predominately TAP students are in attendance.
- For the non-TAP sample, select comparable **Sophomore-level** classes. Try to concentrate on classes that have a high percentage of minority students.
- Sample as many of the TAP students who are ready to transfer as possible.
- Sample three (3) times as many non-TAP students as TAP students.

2. Administering the CCSEQ

- (a) The CCSEQ will be administered in class rather than by mail.
- (b) Administer the CCSEQ during the **7th or 8th week** if your school is on the quarter system or the **11th or 12th week** if your school is on the semester system.
- (c) Make sure you contact instructors well ahead of time to enlist their cooperation and support. The CCSEQ should take no longer than 30 minutes to complete.
- (d) Prepare a packet of materials for each instructor which includes:

- CCSEQs
- Instructions for administration
- A manila envelope with the instructors name on the outside

3. Return the completed questionnaires

Please arrange to have the completed questionnaires returned to **SUSAN P. ACKERMANN** no later than **MAY 22**.

When you return the questionnaires, please enclose a note with the name of your college and the number of questionnaires you are sending.

IF YOU HAVE ANY QUESTIONS ABOUT SAMPLING OR ADMINISTRATION OF THE CCSEQ, PLEASE FEEL FREE TO CALL ME AT (213) 206-3545

**INSTRUCTIONS FOR ADMINISTRATION OF THE
COMMUNITY COLLEGE STUDENT EXPERIENCES
QUESTIONNAIRE (CCSEQ)**

DEAR _____ :

As a way to look at the quality of student life at your campus, we are asking you to participate in the national pilot phase of the CCSEQ. Enclosed are CCSEQ's to be administered in your _____ class, during the week of _____ of _____.

- Administer the CCSEQ during the first part of the class. The CCSEQ should take no longer than 30 minutes to complete.
- Explain to your students that their careful participation is important.
- Make sure that your students fill in their **SOCIAL SECURITY NUMBER**. Check each questionnaire to ensure that this information was provided.
- Leave the space for the Community College Identification Number blank.
- Inform your students to complete the 10 additional questions. Note that their answer spaces for these questions are on the last page of the questionnaire.

This project is being coordinated on your campus by _____.

After you have administered the questionnaires, place the completed questionnaires and the instruction sheet in the envelope provided and return it to them no later than one week after administration.

IF YOU HAVE ANY QUESTIONS ABOUT THE CCSEQ, PLEASE FEEL FREE TO CONTACT THE PROJECT'S RESEARCH ANALYST, SUSAN P. ACKERMANN AT (213) 206-3545.

THANK YOU FOR YOUR COOPERATION!